



Student Assessment Handbook Years 7-12 2026

finding Jesus in all things

XAVIER CATHOLIC COLLEGE

Assessment Policy and Procedures Years 7-12

Preamble

At Xavier Catholic College, we are committed to fostering a learning environment where students are supported to thrive and flourish. Through an integrated approach to teaching, learning and assessment, we aim to nurture each student's growth and ensure that assessment practices contribute positively to their development as confident, capable learners.

This booklet provides an overview of the key assessment procedures, expectations and timelines for courses in Years 7-12 and within the Queensland Certificate of Education (QCE) system. By clearly outlining these processes, we ensure that students understand what is required of them and are given fair and transparent opportunities to demonstrate their learning across a range of contexts.

Teachers play an essential role in guiding students through these expectations. It is the responsibility of all staff to communicate course requirements clearly and to support students in meeting assessment deadlines and standards. Staff are encouraged to read this policy thoroughly so that they can uphold consistent, high-quality assessment practices that reflect the College's commitment to excellence in learning and teaching.

Abbreviations

AARA - Access Arrangements, Reasonable Adjustments

BCE – Brisbane Catholic Education

CLT - College Leadership Team

DLE - Dean of Learning Enhancement

TLD - The Learning Dashboard

NR- Not rated

QCAA - Queensland Curriculum & Assessment Authority

QCE - Queensland Certificate of Education

Disclaimer

The College reserves the right to amend or update assessment policies, procedures, and guidelines at any time in response to emerging assessment practices, regulatory requirements, and advances in technology, including artificial intelligence (AI).

Students are responsible for engaging in the most current version of the Assessment Handbook and complying with updates of requirements as communicated by the College.

Students are encouraged to seek clarification from their teacher if they are unsure how updates of assessment requirements apply to them.

Rationale

Assessment is the ongoing process of gathering, analysing and reflecting evidence to make informed judgements about the achievement or capabilities of individuals and cohorts. Assessment plays an integral role in improving learning and informing teaching.

Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (QCAA, 2026).

At Xavier Catholic College, assessment is designed to be fair, transparent, and aligned with our curriculum and our values, fostering a culture of continuous improvement and student responsibility for learning.

Assessment and Achievement

The purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing learning and teaching. It also enables ongoing student feedback to improve their education.

The type of assessment activity and the way evidence of learning will be gathered will vary, depending on the:

- alignment with Australian Curriculum and BCE Curriculum achievement standards and content descriptors
- evidence to be gathered
- teaching and learning activity
- students' learning needs

For all subjects, a student's overall achievement for a semester is determined after the semester's assessments. Each subject in Years 7-10 has a specific set of A-E Standard Elaborations to consistently assess the quality of students' assessments. Year 11 and 12 subjects use syllabus instrument-specific standards/marking guides to consistently evaluate the quality of students' assessment work.

Assessment

Students will be required to complete Assessment Tasks throughout each of their courses.

These tasks may include:

- . formal examinations
- . written responses
- . assignment work
- . projects
- . practical demonstrations
- . excursion reports
- . spoken/multimodal presentations
- . observations
- . consultations
- . formative tasks
- . Investigations
- . performances

Assessment Calendars

Each student in Years 7-11 will be emailed an Assessment Calendar within the first few weeks of each Semester which outlines all assessment due dates. Students in Year 12 will receive their annual assessment Calendar within the first week of academic year.

Assignments

All students **must use** their Xavier Catholic College **OneDrive** account to create, complete and store their assessment tasks. This allows teachers access to authenticate student work in accordance with the College's Academic integrity and Authentication Procedures.

Planning

- Assignments will be given a set '**Assignment Due Date**' for submission as well as a **Drafting Date** or **Checking Date**.
- Students will be expected to demonstrate **meaningful engagement** with the assessment to their classroom teacher by the "Check Point".
- Checkpoints may be implemented to support completion of a draft
- **Meaningful engagement** constitutes the amount of work expected by the class teacher and is subject-specific.
- A **draft** is a **fully completed version** of the assessment task.

Checkpoints

Checkpoints are scheduled progress checks that ensure students are engaging meaningfully with the assessment task throughout the drafting period. They support time management, maintain academic integrity, and provide early evidence of learning if required.

At each checkpoint,

- students must present **verified progress**, such as planning notes, partial drafts, research summaries, or digital work saved to OneDrive.
- Teachers will review this evidence briefly to confirm engagement and acknowledge completion of the checkpoint/s.
- Failure to meet a checkpoint will result in an Engage entry for 'task avoidance' and parent/carer contact and may require additional academic support requirements.
- Checkpoint evidence may also be used to inform judgments if a draft or final response is not submitted.

For students who are unable to show meaningful engagement:

- The class teacher will contact parents by email.

Drafts

- A **draft** is a **fully completed version** of the assessment task.
- Planning documentation is to be submitted with drafts.
- **Drafts will also be one method for authenticating student work.**

Before submitting a draft, students may be required to submit an outline or discuss their approach with the class teacher.

Response Lengths in Assessment

Assessment tasks will have a specified word limit, as indicated in the **Distribution of Assessment Task**. Students are required to adhere to this word length as part of the assessment conditions for both assignments and examinations. Word limits ensure fairness, equity, and alignment with task requirements.

Students should plan and edit their responses to remain within the word limit. For examinations, students are encouraged to allocate time at the end of the editing process.

- **All Assessments:** Marking will cease once the response reaches the specified word limit. Failure to comply with word limit requirements may impact the student's result, as content beyond the limit will not be considered in the judgment of achievement.

Word limit inclusions and exclusions for written responses:

	Word Length	Page Count
Inclusions	• all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes) • abbreviations, including initialisms (e.g. LPG), units of measurement (e.g. kg, m), and chemical formulas (e.g. KOH, HCl)	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • visual elements associated with written responses* • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography/reference list • appendixes † • page numbers • in-text citations	• title pages • content pages • abstract • bibliography/reference list • appendixes † • blank pages

* For example, by-lines, banners, captions and call-outs that are the visual elements of written genres suitable for a print or online publication, such as a literary article, blog, essay or column.

† Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Word limit inclusions and exclusions for non-written responses:

	Word Length	Page Count
Inclusions	- Any items that form part of the response and are chosen by the student for inclusion in the multimodal or presentation, including introductory slides or excerpts such as video or music - Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation	See 'After assessment is submitted'
Exclusions	Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.	The exclusions for written responses do not apply as they are not relevant to a timed response.

Providing feedback on draft student responses

A teacher should provide feedback on at most **one draft** of each student's response.

In providing feedback on drafts, teachers indicate aspects of the response that need improvement or further development to meet the assessment instrument's requirements or criteria.

Students may be advised to:

- consider other aspects of the text, report, performance or activity
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points made with references.

Teachers may:

- indicate some textual errors and that the draft requires more careful editing — teachers will not correct or edit all the textual errors in a draft.
- Editing and proofreading all spelling, grammar and punctuation errors is not a part of the draft feedback process.
- provide a summary of generalised feedback to the whole class.

Handing in Assignments

- Students must submit their assignment on the 'Due Date' to their class teacher, by **3pm, via Turnitin**.
- Students must submit their assessment in accordance with the submission instructions in the **Distribution of Assessment Task**.
- If a student is absent on the Due Date, a parent/carer must notify the college by 9 am and explain the absence (preferably in writing).
- Students in **Years 11 and 12 MUST submit a Medical Certificate**.
- When a student is aware that he/she will be absent on an "Assignment Due Date", it is the student's responsibility to ensure that the task is submitted to their class teacher before the due date. The assignment must be submitted as per the submission instructions in the

Distribution of Assessment Task or as pre-arranged with the classroom teacher on or before the due date.

- **A computer breakdown or other technological failure is not a valid reason for not submitting** a task on the day the assessment is due.

Procedure if the Assignment is not handed in on the due date

A non-submission will be recorded on Engage as a “Major – Academic Disengagement”.

- Students must still submit a reasonable attempt of the assessment task by a date set by the classroom teacher and DLE.
- Parents will be sent a letter of **Non-Submission**.
- The result will be based on evidence available as of the **DUE DATE**. For example, judgments could be made on collected drafts, from responses prepared during the assessment preparation period, or from evidence in the same mode as the required response, available on or before the due date. If no such evidence is available, Not Rated (NR) can be awarded for the task.

Group Presentations

Delivering oral presentations for a class may take several lessons. For fairness to all students, who should have equal time to prepare an oral presentation or speech, a copy of the presentation must be submitted to the class teacher by the beginning of the first lesson when presentations are scheduled.

In the event of a student's absence, the teacher will determine whether the presentation proceeds with the available group members or is rescheduled, taking into account the impact on the integrity of the assessment.

If the presentation is postponed, the group must submit a **Variation to Assessment (Appendix A)**.

Where a student is absent, and the presentation proceeds, the teacher or DLE may require the student to complete their allocated component individually or provide alternative evidence of learning.

All decisions will ensure fairness and maintain the validity of the assessment.

Extensions

Students are permitted to apply for an extension of time for submission of an Assessment task, in writing, prior to the due date using the '**Variation to Assessment**' form. This form will be handed to the classroom teacher, who will make the decision in consultation with the DLE and/or AP Learning and Teaching.

Extensions will only be granted **before** the assessment Due Date for circumstances outside the student's control.

If, due to extenuating circumstances, students require an Extension on or after the due date, this must be approved by a member of the College Leadership Team.

Valid reasons for extensions being accepted are:

Absence from school for exams due to illness

Parent/caregivers must:

- Contact the College before 9 am to inform the teacher/s involved of the student's absence (phone or email); or provide, in the case of **Year 11-12**, advise that a **medical certificate** will be obtained before the students return, inclusive of the examination due date.
- If the College has not received notification by 9am the student results may be in jeopardy, with a NR (Not Rated). Students will still complete the examination for evidence purposes when they return.
- Wherever possible, students will sit the exam during the first lesson of the subject when they return.

Absence from school for assessment due to holidays, or known absence

Families are strongly encouraged to schedule holidays and extended absences during designated school vacation periods. When students are absent during term time for family holidays or other non-essential reasons, this may affect their ability to complete assessment tasks on schedule.

Parents/caregivers must:

- Contact the college at the earliest possible time to inform the teacher (s) involved of the student's absence by completing the **Variation to Assessment** form, prior to the absence.
- Provide written confirmation of details, and if possible, proof of travel arrangements.

Assignment tasks must still be submitted on or before the Final Due Date.

Examinations must not be completed early; a substitute examination may be given to ensure validity and rigour, if the extension has been approved.

- Absences that do not have an approved **Variation to Assessment** may incur a **NR (Not Rated)**.

Students will sit the missed exam(s) at the next available opportunity upon their return to school. However, if this is not possible, judgment about the student's progress will be based on evidence gathered from comparable classwork or prior/future assessments.

Note: Students in Year 11 and 12 who fall under this category may be placing the awarding of their QCE in jeopardy.

Academic Integrity and Academic Misconduct

Academic integrity is fundamental to maintaining fairness, authenticity, and credibility in assessment. All students are expected to submit **their own work** and uphold the principles of honesty and responsibility in learning.

The college uses **APA 7** (American Psychological Association, 7th edition) **referencing** system as the standard method for acknowledging sources in assessment.

APA 7 requires two parts

1. In-text citations inside the paragraph, showing where each idea came from.
2. A reference list at the end of the assessment that gives full details of every source.

Years 7-8: Begin learning to acknowledge sources by using simplified referencing expectations of Author, website, title.

Year 9-12: Students must use full APA 7 consistently in all assessment tasks when incorporating ideas, words, images, data or media that are not their own.

Examples can be found in **Appendix B**.

Plagiarism

Plagiarism involves representing another person's work, ideas, or intellectual property as your own without proper acknowledgement. It includes any act that compromises the authenticity of a student's response, including the use of Generative AI tools (e.g., ChatGPT, Copilot, Google Gemini) to present their own work as someone else's.

The following actions are some examples of plagiarism or related breaches of academic integrity:

- **Copying work without referencing**
 - Submitting another person's text, images, audio, video, figures, tables, designs, or ideas without appropriate reference.
 - Copying sentences or paragraphs word-for-word from books, articles, websites, generative AI tools, or other students' assignments without referencing the source.
- **Paraphrasing without referencing**
 - Rewording sentences or paragraphs from a source without appropriate referencing.
- **Self-plagiarism**
 - Reusing or duplicating your own previously submitted work for another assessment.
- **Collusion**
 - Work with one or more students to produce a response and submit it as individual work.
 - A student gives or receives information about or a response to an assessment.
- **Impersonation**
 - Submitting work that another student/s has completed on your behalf.
- **Fabricating information**
 - Inventing or exaggerating data, or listing incorrect or fictitious references.
- **Significant contribution of help**
 - Allowing a tutor, parent/carer, or any other person to complete or substantially contribute to your response/s.
- **Unethical use of generative AI tools**
 - Submitting AI-generated content as your own work without disclosure or approval or using AI tools beyond the permitted scope.

Cheating under supervised conditions

Cheating under supervised conditions occurs when a student:

- begins to write during perusal time or continues to write after the instruction to stop writing is given.
- uses unauthorised equipment or materials.
- has any notation written on their body, clothing or any object brought into an assessment room.
- communicates with any person other than a supervisor during an examination, e.g., by speaking, signing, using an electronic device, or other means, such as passing notes, sending coded messages, making gestures, or sharing equipment with another student.

Contract Cheating

Contract cheating is when a student:

- acquires a response to an assessment from a third party, e.g. a person, a service, or an AI tool, or has them complete a response to an assessment (whether this is a paid transaction or not).
- helps others to complete a response to an assessment by selling, trading or providing their own response.

Students MUST:

- Submit work that is authentically their own.
- Acknowledge all sources using APA referencing conventions.
- Follow school guidelines on permitted and prohibited use of generative AI and collaborative work (AI Assessment Scale (AIAS)).

If doubt arises regarding the authenticity of the work submitted, the matter will be considered by the classroom teacher, the DLE, and AP Learning and Teaching. If breaches of academic integrity and/or plagiarism are substantiated through authentication strategies (such as drafts, checkpoints, in-class work), a zero mark will be awarded for those sections of the assessment task deemed non-authentic. A meeting with the student and their parent/carer will be organised to discuss the breaches. An Engage entry for 'Major – Academic Disengagement' will be entered.

AI in Assessment

The use of AI in assessment will be clearly stated on the Distribution of Assessment Task sheet.

AI Assessment Scale (AIAS) below.

#IMPORTANT NOTE: If no AI Scale has been identified on the Distribution of Assessment sheet, the task defaults to Level 1 and NO AI is to be used.

AI Assessment Scale (AIAS)

1	No AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI Planning	AI may be used for pre-task activities such as brainstorming, outlining, and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development and research. Your final submission should show how you have developed and refined these ideas.
3	AI Collaboration	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining, and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	Full AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You will use AI extensively throughout your work either as you wish, or as specifically directed in your assessment.

		Focus on directing AI to achieve your goals while demonstrating critical thinking.
5	AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

Furze, L. (2024, August 28). Updating the AI assessment scale.

#IMPORTANT NOTE: AI Assessment Scale

Where the use of Artificial Intelligence (AI) is permitted, as indicated on the Distribution of Assessment Task Sheet (AI Scales 2–5), students are required to submit evidence of AI use.

This includes any AI-assisted idea development, drafts, research, annotations, refinements, evaluations, or related materials used to support the understanding, planning, development, or completion of the assessment task.

All such evidence must be submitted as an Appendix with the assessment task by the due date.

If AI is permitted it must be acknowledged correctly:

Reference list format (APA 7):

OpenAI. (Year, Month Day). *Title or description of chat* [Generative AI chat]. ChatGPT (model/version). URL

Example:

OpenAI. (2025, September 9). *Feedback strategies for senior assessment* [Generative AI chat]. ChatGPT (GPT-5). <https://chat.openai.com/>

In-text citation:

- Parenthetical: (OpenAI, 2025)
- Narrative: OpenAI (2025)

Authentication Strategies

It is the student's responsibility to ensure that all assessments submitted are authentically their own work. Students must be able to produce and provide evidence that demonstrates the development and authorship of their assessment response.

Students are required to follow the specifications outlined in the Assessment Distribution Sheet and comply with all teacher instructions.

Step 1: Teachers monitor progress through checkpoints, drafting and in-class work

Step 2: If authenticity concerns arise, the teacher may organise a discussion with the DLE and student to verify understanding or request explanation of processes of decisions or knowledge relevant to the task.

Step 3: Teachers cross checkpoint submissions, drafts, in-class work, student explanations. Students may be asked to replicate work under supervision to demonstrate that the submitted response is their own work – this is not an opportunity for retraction or resubmission.

Step 4: If the student authenticates some or all flagged work as their own, authenticated work will be marked. If the student cannot authenticate certain flagged work, this work will be excluded from grading. An Engage entry for 'Major -Academic disengagement' will be entered.

Step 5: Parents will be contacted to explain the process and the impact of plagiarism/cheating/AI use (if not permitted) on the student's results.

Step 6: The investigation process will be documented in Engage Conversations.

Any other student who is determined to have **assisted with cheating/copying will also be liable for a zero result**. In a situation where a zero score is imposed, the student and his/her parents will be informed in writing as soon as practically possible after the task and an Engage entry for 'Major - Academic disengagement' will be entered.

In instances of plagiarism, an authentic task will need to be submitted on a date to be determined by the classroom teacher and the DLE to satisfactorily complete course requirements. A zero mark for those sections that have been plagiarised will still be recorded. Academic Misconduct will be entered on Engage as a 'Major – academic disengagement OR Plagiarism/forgery whichever is applicable, followed up with contact home which may impact your good standing.

All students in Years 7- 12 have been presented the opportunity to have completed the QCAA **"Academic Integrity course"** and be aware of the regulations regarding plagiarism, including the unauthorised use of AI to produce any part of an assessment task.

Note: As of 2026, Year 12 students must complete the online QCAA Academic Course to be eligible for their QCE.

Note: Students in Year 11 and 12 who have breaches of academic integrity or plagiarism substantiated may be placing the awarding of their QCE in jeopardy.

Unfair Advantage

To maintain fairness and integrity in assessment, the college must ensure that no student gains an unfair advantage over others.

If a student is absent for any part of the school day prior to the scheduled submission or completion of an assessment task, the college will consider whether the absence may have resulted in an unfair advantage (for example, access to additional time, information, or support not available to other students).

In such circumstances, the student is required to submit a **Variation to Assessment** application with appropriate supporting documentation (e.g. a medical certificate for students in Years 11 and 12).

Approval of a Variation to Assessment is determined by the college on a **case by case basis**. Where a Variation is not approved and the college determines that an unfair advantage may have occurred, the student's result will be determined using **available evidence** (e.g. authenticated drafts or checkpoints). Where no evidence exists, a result may not be awarded.

Examples of situations that may be reviewed for potential unfair advantage include (but are not limited to):

- A student being absent for part of the school day prior to a scheduled assessment task.
- A student being absent for the school day and attending an after-school session to complete the task.

Examination Rules for Students

Students are responsible for:

- being prompt to the examination room, where they line up in alphabetical order and wait in silence for instructions
- bringing all approved examination equipment with them
- not communicating with any other student when entering or during an examination
- Maintaining silence inside the examination room and avoiding distracting or disrupting other students
- following all the supervisors' instructions, promptly and respectfully
- if a student is away on the day of an examination, the College must be contacted by 9 am to notify of the absence
- completing any missed assessments on the first subject relevant lesson upon their return to the college - unless otherwise pre-arranged between parent/carer and teacher
- at the end of the examination/test, students remain seated and silent until the supervising teacher has collected all papers and dismissed all students

NOTE: Students who arrive late for an examination or test will not receive any extra time. Extra time may only be considered if there are approved **extenuating circumstances and supporting documentation is provided.**

Equipment

Students may bring only approved equipment into an examination room.

Approved equipment:

- Blue or black pen
- 2B Pencil – **Note:** 2B pencils are only required for multiple choice questions and drawing graphs or diagrams. Black or blue pens must be used for all other written responses
- Sharpener
- Eraser
- A clear plastic ruler
- Highlighters
- Calculator – only when notified
- Water bottle
- Asthma inhaler
- AARA-approved physical equipment and/or visual aids

Prohibited materials

Unless specifically approved or listed as approved equipment for a specific examination, the items below are prohibited in any assessment room. This is not an exhaustive list of prohibited items; other items may be deemed as prohibited on a case-by-case basis at the Principal's or the Principal's delegate's discretion:

- Mobile phones
- Smartwatch or fitness tracker
- Any other electronic device that stores, retrieves, displays or communicates digital information
- Correction fluid or correction tape
- A dictionary
- Blank paper, notes, any printed/written material (unless approved by the classroom teacher)
- Tissues brought by students. The assessment room must have tissues available for student use.

Students must remove all non-programmable watches and place them on their desks, where supervisors can clearly see them.

Perusal Time

Perusal time allows students to read the assessment materials before the start of working time.

Students are **NOT allowed to write** on their assessment materials, highlight content, use a calculator or commence responding to the assessment.

If they do, it is considered academic misconduct.

Planning Time

Planning time enables students to plan and write on planning papers before the start of working time. Students are provided with one or two sheets of planning paper.

Students may also write in their stimulus booklet (if supplied) but **must NOT write** in the **examination paper/response booklet** or use a calculator during planning time.

If they do, it is considered academic misconduct.

Leaving the Examination room

Students are not permitted to leave the examination before the scheduled finishing time.

Students may not leave the examination room for any reason in the first and last 15 minutes of the examination.

Additional Procedures

- If any student is caught speaking during an exam (for any reason), their paper will be marked with “speaking during exam” on the front page and noted in the **Examination Incident Log**. If the same student is caught speaking a second time during the same exam/they will be asked to leave the exam room, and their exam will be marked on the work completed up to that time.
- If any student is caught cheating during an exam (and this is proven beyond a reasonable doubt), they will receive a not-rated (NR), and the classroom teacher will contact parents/carers during that day and enter a ‘Major – Academic Disengagement’ on Engage.

Appendix

Appendix A: Variation to Assessment



Variation to Assessment

Student Name: _____ Year Level: _____ PC: _____

Student Section:

Subject:		Subject Teacher:	
Task Title:		Due Date:	
Reason variation is required: 			

Medical Certificate attached		Yes / No	Dated:
Signature of Students:		Date:	
Signature of parent/carer:		Date:	
Action: If approved student MUST hand in this original Variation to Assessment with their assessment task.			

College Section:

Comment by subject teacher:
Signature of subject teacher:
Variation granted: Yes / No New Due Date:
If NO, reason for this decision:
Signature of DLE:
Action: Photocopy and add to the curriculum assessment folder and Student Engage Profile under 'Conversations'.

Appendix B: APA 7 Referencing Examples

1. Paraphrasing (preferred in most assessments)

- **One author:**
Schools play an important role in developing student independence (Smith, 2020).
- **Two authors:**
Feedback is most effective when it is timely and specific (Jones & Reed, 2019).
- **Three or more authors:**
Students benefit from structured drafting processes (Taylor et al., 2021).

2. Direct quotation

- **Short quote (under 40 words):**
"Drafting improves the quality of student writing" (Hill, 2022, p. 14).
- **Long quote (40+ words):**
Indented as a block quote, no quotation marks, with citation at the end:

Effective feedback requires consistency across classes and teachers.
(Brown, 2021, p. 45)

APA 7 Reference List Examples

Books

Smith, J. (2020). *Learning for life: Education in the modern world*. Pearson.

Journal Articles

Jones, L., & Reed, M. (2019). Effective feedback in secondary schools. *Journal of Educational Practice*, 12(3), 45–58. <https://doi.org/10.1234/edp.2019.5678>

Website

Queensland Curriculum and Assessment Authority. (2024). *Academic integrity guidelines for schools*. <https://www.qcaa.qld.edu.au>

Government or organisational documents

Queensland Curriculum and Assessment Authority. (2019). *QCE and QCIA policy and procedures handbook v1.1*. QCAA. <https://www.qcaa.qld.edu.au>

Image or diagram

Author, A. A. (Year). *Title of image* [Image]. Website name. URL

Correct punctuation is essential when using APA 7. Students are required to apply full stops, commas, spaces, brackets and italics when applying APA7 conventions.

Reference list format (APA 7):

OpenAI. (Year, Month Day). *Title or description of chat* [Generative AI chat]. ChatGPT (model/version). URL

Example:

OpenAI. (2025, September 9). *Feedback strategies for senior assessment* [Generative AI chat]. ChatGPT (GPT-5). <https://chat.openai.com/>

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